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ABSTRACT

A review of the status of English language instruction in Poland begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system at all levels (elementary, secondary, higher, adult, and teacher), the characteristics and training of English language instructors at all educational levels, the type and availability of instructional materials, educational administration and planning in relation to English teaching since 1950, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information. It is concluded that the main strengths of the Polish situation are the high standards of the university departments and their graduates, the generally high standard of locally produced books, and the exceptionally high demand and support for English. The main weaknesses are the shortage of elementary and secondary teachers, the shortage of locally printed editions of British and Polish books for English instruction, the unavailability of audiovisual materials, the inadequacy of inservice teacher training programs, and the lack of convertible currency that prevents teachers and students from visiting Britain. (MSE)

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THE BRITISH COUNCIL

ENGLISH LANGUAGE AND LITERATURE DIVISION

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ENGLISH TEACHING PROFILE

Country: Poland

Date: July 1986

1. ROLE AND STATUS OF ENGLISH

English is the most important western foreign language in Poland. It is the main language for commercial and scientific contacts with other countries and for organizations within Poland dealing with foreign visitors and tourists. English is the means of instruction only in university English Departments. English is used as a study language by research workers in a wide variety of disciplines at postgraduate level to obtain access to papers and conference reports. English is not used within Poland as a means of communication.

2. ENGLISH WITHIN THE EDUCATION SYSTEM

Primary

English is increasingly taught in the final two years of primary school alongside Russian. The widespread introduction of English is hampered by the lack of teachers with a knowledge of English. When teachers are available, two hours a week is usual, in some cases rising to four hours.

Secondary

The major reform planned for the 1980s has not yet materialized. In most secondary schools English is taught three hours a week for four years from the age of fifteen. With the introduction of English in primary schools, the secondary schools are obliged to operate a two-level system to cope with those who have some previous knowledge of the language.

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The situation in vocational school varies. In some English is compulsory; in others it is optional.

A few secondary schools operate an extended English programme of six hours a week for four years. Some of those schools teach other subjects (geography, biology, mathematics) through English.

All secondary school pupils learn Russian. About fifty per cent study English, a smaller number study German and French, and a few study Spanish, Italian and Swedish. The determining factor is often the availability of qualified staff. In some schools languages are taught by staff not formally qualified in the language. There are over 250,000 pupils studying English in the secondary schools. English is examined at secondary level as part of the Matura examinations (school-leaving certificate) taken at the age of eighteen or nineteen.

At secondary level there is a syllabus laid down by the Ministry of Education and a recommended list of textbooks. The syllabus is specified in terms of behavioural objectives, morphology, syntax, and lexis. Supplementary reading is encouraged and the syllabus states that the teaching materials should deal mainly with the life and culture of the country in question. More and more teachers are using materials and textbooks from Britain obtainable on long-loan from the British Council's English Studies Resource Centre in Warsaw, but demand exceeds supply.

The syllabus aims 'to enable the learner to communicate with foreigners coming to our country and with people abroad'. The recommended list of textbooks is given in Appendix One.

English literature is studied in translation as part of the secondary school World Literature Course. A few teachers introduce plays, poems, and short stories in English in the final two years.

Each local government area has its education office or Kuratorium, to supervise the teaching of English at secondary level.

Tertiary

Study of a foreign language is compulsory at testing level and at the entrance examination for higher education. The proportion of students to be examined in English is steadily rising: 1962 10%; 1974 17%; 1983 35-40%.

Each institution of higher education has a Foreign Language Centre (Studium Jezykow Obcych or Studium Praktycznej Nauki Jezykow Obcych) which acts as a service language department running courses in a wide range of languages for all the students in the institution. The main languages taught are Russian, English, German, French, Spanish, and Italian; although a few departments also offer Swedish, Greek, Czech, and Esperanto. In 1976 there were 82,000 students (45% of students studying West European languages) learning English at Studium Jezykow Obcych as opposed to 67,000 (37%) learning German and 30,000 (16%) French. In 1986 there are some sixty Studium Jezykow Obcych in Poland specializing in service English at undergraduate level and five at postgraduate level for academic staff (see below).

The number of hours tuition varies with the type of institute. Universities and teacher-training colleges usually have a 120-hour course taught two hours a week over two years (although students of other foreign languages at university may also have up to 240 hours of English spread over four years). Technical universities and agricultural colleges have 240-hour courses while economic colleges have 300-, 480-, and 600-hour courses of English, depending

on the faculty (the highest figure being for Foreign Trade and Maritime Transport).

There is a centrally laid down syllabus for all Studium Jezykow Obcych, but this does not specify texts and a wide variety of books are used. Many agricultural academies, economics academies, and technical universities have published their own ESP materials. Samples of many of these are housed in the reference collection of the English Studies Resource Centre (ESRC) at the British Council in Warsaw.

While most institutions at testing level fall under the Ministry of Higher Education, Science and Technology, a few come under the Ministry of Health and the Ministry of Culture.

University English Departments

These are sometimes called Institutes of English Philology, Institutes of English Studies or Institutes of English. In 1984, there were nine university English Departments at Warsaw, Krakow, Poznan, Gdansk, Wroclaw, Lublin, Silesia, Lodz as well as the reopened department at the Catholic University in Lublin (KUL). There are two further departments at pedagogical universities, in Opole and Bydgoszcz, though the latter ceased intake in 1982/3 and is scheduled to phase out completely in 1986/7. A new department has been established in nearby Torun (which has impressive natural and physical science faculties). A full complement of senior staff is already on seat and a full intake of students is anticipated for 1987/8. The pedagogical university at Opole is expected to upgrade to full university status before 1990. The Institute of Applied Linguistics in Warsaw also has an English department offering a degree in English.

Student intake into Institutes of Philology in 1984 was fixed at 480 for English, 320 for German, 180 for French and 60 for classics. For 1986/7 the Ministry has agreed a fifteen per cent increase for all Institutes of Philology and all Institutes expect to meet these revised intake targets - such is the level of demand. The degree course, which lasts for five years, leads to an MA degree. There are about 2,500 students of English. The primary function of the degree course is seen as the training of teachers, but graduates do enter other professions. Standards are high and the degree of Magister signifies a level of accomplishment, not just a degree of proficiency in English language.

English departments are variously divided into sections. A common pattern might be literature (sometimes divided into British and American); theoretical linguistics; applied linguistics and practical language. Some universities also have a section specializing in British and American culture or civilization. During the first three years of study, students spend thirty hours per week in class taking courses in politics, philosophy, physical education, etc., as well as their major subject. In the fourth year the time spent on other subjects decreases and in the fifth year only eight hours of classes is the norm. During the final year, students are obliged to write a dissertation in English chosen from one of the major areas of either British or American literature or theoretical or applied linguistics. Among the main problems facing a university student of English are the overloaded timetables, and the acute shortage of books. Apart from uneven access to British Council and US Embassy Reading Rooms, students often rely on departmental libraries which, with the exception of Gdansk, are inadequate.

English departments can, within a general framework laid down by the Ministry, formulate their own syllabus. The course of study varies, as a consequence, from department to department and depends to some extent on the availability of staff and of texts.

NON-FORMAL AND ADULT EDUCATION

The Ministry of Education supervises the work of a number of educational or cultural organizations which teach English to adults. The largest of these is Lingwista - Oswiata with branches all over Poland. The International Book and Press Club (Klub Mpik) also has an extensive network of English classes with centres in most Polish towns. A typical situation is 30 English classes, 16 German classes, 4 French and Russian classes and occasional classes in Spanish, Italian, Swedish, and Japanese.

Many research and commercial organizations run their own English classes, including the Polish Academy of Sciences (PAN), the Central Technical Organization (NOT), and the Society for General Knowledge (TWP).

At the initiative of the British Council there are now three Studia (Foreign Language Centres) for teaching English to the academic staff of testing-level institutions in Krakow, Gdansk, and Katowice. Each centre, directed by a British Council-recruited teacher, is based on the respective university, but provides intensive language instruction for staff from the local technical universities, medical academies, agricultural academies, etc. A hallmark of these intensive courses is the obligatory attendance at, at least, two ten-day residential courses each year.

The content of most of these courses is general English, and little attention has been paid to providing ESP courses except at the lexical level. There is the inevitable conflict between private and official motivation in learning English. Most learners prefer to obtain what they feel they need and want, not what they ought to want.

An adaptation of the Challenges material was shown on Polish television in 1980 and 1981. An expanded version of Follow Me (Units 1-30) was shown in 1984 and repeated in 1985. An expanded version of Follow Me (Units 31-60) was filmed, again with British Council assistance, in the summer of 1985, and the full version is being broadcast in 1986. The Polish 'English by television' team has already started working on an adaptation of The Carsat Crisis, an ESP series recently produced by BBC English by Radio and TV and, by arrangement with them, will hope to schedule earliest broadcast dates. Viewing figures can be expected to be high and it is interesting to note that accompanying publication of study texts and audio-cassettes are always sold out within days of appearing in the bookshops.

3. TEACHERS OF ENGLISH

Primary and secondary schools

There is a general shortage of teachers of English although the situation in the larger towns is better than elsewhere.

At secondary level there are about 1,500 full-time teachers of English of whom more than half have university degrees in English. There is a similar number of part-time teachers of English.

Pre-service teacher training

Secondary school teachers receive their initial training in university departments of English where all students take a compulsory ELT methodology course and do teaching practice in local schools. The demand is such, however, that many persons are employed to teach English who have graduated in other subjects, but profess to speak English. The standard of such teachers is sometimes low.

In-service teacher training

The Institute of Teacher Training (IKN), a Ministry institution, provides schoolteachers with refresher courses. Both qualified and unqualified teachers of English can attend a cycle of three courses held throughout the year in which instruction is provided in ELT methodology, pedagogical matters and literature as well as intensive language improvement. Lecturers provided by the British Council deal with methodology and language improvement. Unqualified teachers may register as extramural students at the universities of Poznan and Silesia. Qualified teachers may register for extramural courses in methodology at the Institute of Applied Linguistics in Warsaw. Since 1984, the British Council has co-operated with IKN in running a summer school for some forty-five secondary school teachers of English annually. The importance accorded to this annual fixture is reflected in the number of teachers able to attend British Council Summer Schools in Britain, which has dropped from twenty-five to four or five. One- or two-day workshops are also organized on a regional basis, usually with the assistance of the British Council ELO or Council-recruited lecturers.

Tertiary level

Pre-service teacher training

Almost all teachers of English at the Studium Jezykow Obcych are graduates of university English departments. Many have spent time in England.

In-service teacher training

A few take advantage of the courses run by the Institute of Applied Linguistics, but for most the only opportunity for any further training after graduation has been the chance, once in ten years (or once in a lifetime) to attend a British Council Summer School in Britain for teachers of English.

The Ministry still sends about forty teachers each year on these courses and the British Council awards a further ten places. In 1979 the British Council launched an extensive programme of in-service training courses in Poland for teachers in SJOs, which now run at an average of ten per annum and are staffed variously by ELO, Lecturer Warsaw and Overseas Courses-recruited lecturers from Britain.

University English Departments

In university departments of English there are over 350 full-time staff. There is a favourable student/staff ratio of eight to one. Contact between staff and students, however, is usually more formal and less intensive than at a British university. The British Council and American Embassy assist the overall programme by co-operating with the Ministry to provide an intensive three-week course in language, literature and culture for all students of English departments completing their third year of study. This is held in Poznan each summer. In recent years, a stronger emphasis has been placed on practical ELT methodology and teaching techniques.

Staff development

Scholarships: Annually about six members of staff from university English departments are awarded five- or ten-month bursaries to pursue research or follow courses at British universities. Additionally, up to twenty members of staff receive other bursary awards, visitorships, conference grants, or grants-in-aid to enable them to spend short periods of study in Britain each year. The American Embassy also offers scholarships and assists exchange programmes with American universities.

Seminars in Poland: English departments in rotation and in collaboration with the British Council and the American Embassy organize an annual summer school for university lecturers in English language and literature. Several departments organize seminars and conferences on specific topics in language, linguistics, methodology and literature to which representatives from other departments are invited. The British Council collaborates with individual departments to stage at least two literature seminars and three linguistics/methodology seminars annually. Recent seminars have been held on Contemporary British Drama, the Contemporary British Novel, English Language Testing, Pedagogic Grammar, Pragmatics and Resources for Language Teaching.

Most university English departments have a British Council-recruited lecturer and all have at least one US Fulbright lecturer. There are about twenty other native speakers working on local contracts in university departments of English in Poland.

Adult education

There are over 1,500 teachers of English teaching on a full-time or part-time basis in these various organizations. The British Council regularly organizes in-service residential courses for the largest among them, e.g. Lingwists-Oswiata and Klub Mpik.

Professional organizations

The Modern Language Association of Poland (Polskie Towarzystwo Neofilologiczne) holds regular conferences on aspects of language teaching.

A declining number of Polish teachers of English - mainly from the universities - manage to attend the meetings abroad of the International Association of the Teachers of English as a Foreign Language (IATEFL). In the last three years the number has declined from fifteen to five, which reflects increased conference costs and a reduction in funding.

4. MATERIALS SUPPORT

The following are the recommended texts:

Primary:	English is Fun	A. Zawadzka and E. Moszczak
Secondary:	We Learn English	A. Zawadzka
	We Use English	J. Smolska
Alternative courses:	English Through Problems	L. Szkutnik
	English? Yes	L. Szkutnik

These are usually in short supply. Textbooks in Poland are constantly revised and stand up well to international comparison showing an awareness of the latest developments in language teaching theory and practice.

At testing level some textbooks have been produced in the ESP field. These vary in quality, often concentrating on lexis and paying little or no attention to discourse organizations, though a few recent books seem quite exciting.

In university English departments there is a great shortage of basic, literary texts (not American literature though) and of periodicals. Large presentations of books from the American Embassy and modest presentations from the British Council are made annually but frequently many students have to share one book. The English departments are allowed very little convertible currency for book purchases: one of the largest, for example, receives £40 annually!

Very little audio-visual material is produced locally although cassettes appeared in 1980 and 1981. Reel-to-reel tapes are more common.

Some British books are reprinted under licence but not sufficient to meet the large demand. A shortage of convertible currency precludes the import of books. The British Council runs an expanding and heavily used English Studies Resource Centre which stocks multiple copies of the most popular British textbooks. Teachers borrow these, along with cassettes and supplementary material, for long loan, but the demand far exceeds the resources available.

An attempt was made to produce supplementary material in the form of short stories, graded readers, etc. in print and on tape; but little has happened in the last few years.

A considerable amount of English literature is available in translation. Publishers are aware of the current literary scene in Britain. The difficulties lie in copyright, convertible currency funds, and even lack of paper, ink, etc.

5. EDUCATIONAL ADMINISTRATION IN RELATION TO ENGLISH TEACHING

Central administration is the responsibility of the Ministry of Basic Education at school level (including adult education to this level) and the Ministry of Science, Higher Education and Research at tertiary level.

The Ministry of Basic Education decides on policies, organizes, directs and supervises all schools (with a few minor exceptions). It issues general directives concerning problems facing the education system. The execution of Ministry policy is the duty of central planning institutions and local administration. The former, i.e. the Institute for School Curricula (IPS) and the Institute of Teacher Training (IKN), often complain that they are not consulted adequately on questions of policy, although they are made fully responsible for subject syllabus development and for teacher training.

The Ministry of Science, Higher Education and Research includes within its brief the administration of the main stream of higher education institutions, higher education policy (including manpower planning) and syllabuses for institutes of higher education under its control. Specialized higher education can be the responsibility of other ministries. Thus while the agricultural academies are under the Ministry of Science, Higher Education and Research, the medical academies are under the Ministry of Health and Social Welfare and the art, drama and music schools are under the Ministry of Culture. There is no voivodship or other local control over institutions of higher education, who are responsible themselves for the execution of central policy and enjoy a considerable amount of autonomy.

Local administration underwent an important change in 1975 when the system of local government proclaimed an increase in the number of local administrative areas, voivodships, from seventeen to forty-nine. The size of each voivodship correspondingly decreased. The local education structure changed from three-tier to two-tier. The smallest administrative unit is based on the town or community (groups of small towns). All administrative, economic and financial problems relating to the various schools are handled by an inspector of education. The inspector has five to seven staff and is responsible for all educational matters within a district, including supervision of schools, interpretation of state educational policy, teaching methods, standard of teaching and assessment of teachers, etc.

In 1986 there are no specialist inspectors in English and for specialist advice in implementation of syllabus and teaching methods and teacher evaluation, inspectors rely whenever possible on guidance provided by teacher advisers. These posts, however, are poorly remunerated and, at time of writing, only twelve of the forty-nine vovoidships referred to above employ teacher advisers.

An educational superintendent, Kurator, supervises the inspectors of education throughout a voivodship. The Kurator is head of the Board of Education (Kuratorium). The Board is responsible for educational supervision and for assistance to the inspectors of education in pedagogical educational problems. Its reponsibilities also include planning the education budget for the voivodship, transmission of Ministry directives to the inspectors of schools, personnel and staffing, teacher training, co-operation between industry and vocational schools, and Matura examinations.

6. DEVELOPMENT AND PLANNING OF THE TEACHING OF ENGLISH

Post-war development at secondary level

1950-70

In 1956 seven-year basic education was made compulsory. Between 1961 and 1966 a universal system of eight-year basic education was introduced and a new phase was entered, aimed at extending the period of compulsory schooling and

adapting the education system to the needs of the modern, scientifically based industrial society into which Poland was developing.

In 1966, at higher secondary or general school level (years nine to twelve) in the system, timetabled provision for English was increased from two/three to three/four hours per week, as new syllabuses and materials were introduced. Also in 1966, an extended programme of English was started, whereby in certain schools, mainly in towns and depending on teacher availability, English received six to seven timetabled hours per week.

1970-

The above pattern remained through the 1970s with upper-secondary technical schools also devoting timetable space to English, generally two hours per week, although secretarial and commercial secondary schools can usually schedule four hours. Russian is the only foreign language taught in upper-secondary vocational schools. In 1981, English was introduced selectively into the final two years of basic education. Teacher availability more than anything else has delayed a more widespread introduction of English at this level.

The academic year 1986/7 will see a reduction of about twenty-five per cent in timetabled provision for English at secondary level, with pedagogy or Marxist philosophy or economics generally filling the gap. This change is brought about not for any ideological reason, but reflects simply the economic reality of a situation where significant numbers of English graduates are migrating to other professions, Polish firms with foreign trade connections, tourism, the media, or semi-skilled manual labour.

Post-war development at tertiary level

1950-70

In the 1960s there was a marked expansion in English studies in Poland. The post-war re-opened departments at Warsaw, Poznan and Krakow. The 1945 newly-founded institutes at Wroclaw, Lodz, Torun and the Catholic University, Lublin had all been closed down in 1952 in a Ministry attempt to rationalize and standardize diverse practices. Mid-1950s intake was limited to Warsaw and the Catholic University, Lublin. Lodz re-opened in 1957, Krakow in 1958 and a new department opened at the Marie-Curie State University in Lublin in 1963. Poznan re-opened in 1965 and Wroclaw in 1966.

In this period, the number of students registering and the number of degrees conferred (Magister, doctorates, habilitatia) all rose steadily and generated staffing provision for the new departments.

1970-

This trend continued and is consolidating now as gradual yet steady expansion. New departments opened in the University of Gdansk in 1972, the University of Silesia in 1973 and the Pedagogical Universities in Opole and Bydgoszcz in 1974 and 1976. A new department in Torun will open in 1986/7, and by 1990 a further department may be established in Szczecin. It is likely that Opole will be upgraded to full university status by then and already confirmed that the English Department in Bydgoszcz will close in 1987/8. (For further details up to 1981/2 see Fisiak, J. English Studies in Poland: A Historical Survey.)

Planning institutions

National education policy is controlled by the ministries. There are Party members working within them and the Party's approval must be obtained before any major decisions are taken. The Party thus retains overall control of planning policy and decision making.

At tertiary level, universities tend to interpret Ministry policy directly through the various networks of rectors and pro-rectors, faculty deans and vice-deans. The rectors and pro-rectors of all the universities and institutes of higher education pay regular calls on the various ministries they are responsible to. Deans report to rectors, but heads of departments and professors will often also consult directly with rectors on interpretation of policy and matters of funding.

Some research institutes attached to the Ministries, have an advisory function and assist with planning decisions. They relate principally to secondary level education and the most important for English studies are the Institute for School Curricula (IPS) which as its title suggests, deals with all matters relating to syllabus and materials.

The Institute of Teacher Training is an in-service organization which deals with subject-specific methodologies and general pedagogy.

7. ENGLISH OUTSIDE THE EDUCATION SYSTEM

There are few private schools of English. The largest is the Methodist College in Warsaw which runs English classes using imported British textbooks for about 5,000 students. It is a very prestigious place to learn English and the queues at registration time form one or two days in advance. The British Council makes regular contributions to the in-service training of College teachers.

Most teachers of English give private lessons to supplement their income.

8. BRITISH SUPPORT FOR THE TEACHING OF ENGLISH

Staff

These include:

English Language Officer
Lecturer for short courses, based in the British Council, Warsaw
ELT Assistant
Head, English Studies Resource Centre, Warsaw
Assistant Librarian, English Studies Resource Centre, Warsaw

British Council-recruited lecturers (distribution for 1986/7)

These include:

Reader/Senior Lecturer posts in Applied Linguistics and ELT Methodology
Adam Mickiewicz University, Poznan
Institute of English Studies, Warsaw University

Reader/Senior Lecturer posts in English Literature
Institute of English Studies, University of Lodz
Institute of English Philology, Jagiellonian University, Krakow
Institute of English, Gdansk University
Institute of English Philology, Marie-Curie Skłodowska University, Lublin

Director of Studies posts in Foreign Language Centres for academic staff
Director of English Section, Foreign Language Centre for Academic Staff, Jagiellonian University, Krakow
Director, English Language Centre, University of Gdansk
Director, English Language Centre, Silesian University
Director, English Language Centre, Adam Mickiewicz University, Poznan
Director, English Language Centre, University of Wroclaw

About twenty other British teachers of English work at testing level in Poland on local contracts.

British Council support activities

Courses in Poland

In 1985/6 the Council provided lecturers, materials and equipment for nineteen residential courses in Poland. The total staffing complement on these courses was over fifty, who together taught over 1,000 Polish university lecturers, secondary school teachers, adult evening class teachers and students.

Methodology workshops

Council officers and Council-recruited lecturers provide active support to teachers by running one/two-day workshops in various parts of Poland, often in co-operation with the Kuratorium.

Summer schools in Britain

The British Council arranges for sixty teachers to attend summer schools in Britain. Of these over fifty are paid for by the Polish authorities and up to ten receive Council awards. A few Polish civil servants attend intensive language courses in Britain at the expense of their institutions.

Visitors and bursars

Up to twenty academics from the field of English studies visit Britain each year under the sponsorship of the British Council for conferences and periods of research lasting up to three months. Research sponsorship is especially important for those preparing doctoral and post-doctoral dissertations, as research facilities in Poland are usually inadequate.

Study tours

These are organized periodically for special groups, e.g. heads of English Literature sections in major Polish publishing houses, and textbook writers at secondary level.

Book presentations

The Council continues to provide university English departmental libraries with modest book presentations and periodicals subscriptions. This is regarded as an essential service and would be greater if funding were available.

Book exhibitions

ELT book exhibitions are displayed on all residential courses and toured to selected institutes. Commercial returns are small, but awareness of recent materials, trends, etc. is high. There is a permanent display of new publications in the English Studies Resource Centre.

Visits by UK specialists

Largely through the influence of the English Language Centres, about a dozen specialists in language, literature and linguistics are awarded travel grants each year, to lecture and to participate in conferences in Poland.

Cambridge examinations

The numbers entering FCE, CPE, and Diploma examinations are rising steadily. In 1985/6 over 500 candidates took the examinations at centres in Warsaw, Krakow, Gdansk, Katowice, Lodz and Poznan. It is expected that Wroclaw will become an active centre in 1987/8.

English language testing service

The British Council in Warsaw and the English Language Centres in provincial centres administer ELTS for those applying for postgraduate study in English-medium countries.

Conferences in Poland

Apart from the courses detailed, regular conferences are organized by Polish universities with Council support; for example, the Poznan Contrastive Linguistics and Historical Dialectology Conference; the Krakow International

Conference, the Warsaw University symposium on Literary Criticism and the recent Duet workshops hosted by the Silesian University.

Interdepartmental links

The Council has sought over the last few years to twin all the university departments of English in Poland with an opposite number in Britain with a view to encouraging exchange visits, joint research projects, joint collaborations on publications, etc. There are thirteen such links financially supported by the British Council and a few others that are developing without direct Council support. (See Section 13.) The volume of academic exchange is almost doubled through these links.

English Studies Resource Centre

There is now an open-plan Resource Centre in the Council building in Warsaw with an ELT reference collection, self-access listening and video facilities, a comprehensive range of periodicals, slide-viewing facilities, etc. The same Centre houses a loan collection of some 25,000 books in sets, which are issued on semester-loan, and over 4,000 cassettes, tapes and individual reference and resource items which are all issued on one-month loan. Over 1,000 teachers . borrow materials from the Resource Centre. Over 800 periodical subscriptions are presented to institutions and key individuals.

Direct teaching of English

There is no DTE operation in Poland.

Use of British teaching materials

See English Studies Resource Centre (above) and radio and television (Section 2).

The following British ELT textbooks were printed under licence in Poland and are still generally available in institutions and sometimes available in bookshops:

L. G. Alexander	New Concept English
G. Broughton	The Penguin English Course
R. O'Neill	English in Situations
Jupp, Milne and Plowright	Talk English

The Edinburgh Course in Applied Linguistics is available in Polish translation.

9. AMERICAN SUPPORT FOR THE TEACHING OF ENGLISH

The American Embassy in Warsaw has an English Teaching Officer who also covers the other Socialist countries. In addition to substantial presentations of books and periodicals to university English departments, the Americans present 2,000 copies of English Teaching Forum and 2,000 copies of Dialog. There are some sixteen Fulbright lecturers and the Americans take part in four ELT

courses (all in co-operation with the Council). An educational aids library is provided and there is a very active programme of exchanges and scholarships.

10. OTHER AGENCY SUPPORT

Canada and Australia are showing a greater awareness of the needs of Polish academies; and Canada, in particular, is active in promoting exchange schemes, offering scholarships, and book donations.

11. COMMERCIAL OPPORTUNITIES

There is little potential for commercial success in Poland at present due to the rigid currency regulations. A recent International House monitoring visit is unlikely to result in direct language school involvement.

12. CREATIVE WRITING

A few graded readers and short stories have been published for learners of English. A handful of literature lecturers in English departments are active poets/novelists/short-story writers in English, though with very limited opportunities of publication. The Polish Writers and Translators Association occasionally hosts international gatherings, the last of which, in November 1984, secured the participation of David Edgar and Dusty Hughes.

13. CURRENT RESEARCH

Research into ELT and theoretical linguistics is carried out in university English departments, and at the Institute of Applied Linguistics of Warsaw University. Much of the research is contrastive and is published in Papers and Studies in Contrastive Linguistics edited by Professor J. Fisiak, Institute of English, Adam Mickiewicz University, Marchlewskiego 124/126, Poznan.

Research into various topics in English literature is pursued by individuals in all departments of English at Polish universities. Access to some material often hampers research.

Departments currently linked or twinned are as follows:

Warsaw	Lancaster
Poznan	Edinburgh
Silesia	Essex
Lodz	Sheffield
Krakow	Kent
Wroclaw	Warwick
Gdansk	Newcastle
Lublin	Leeds (planned for 1986/7)
Poznan	Bristol

Lodz	Nottingham
Krakow	Sheffield
Warsaw	Edinburgh
Silesia	Durham

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see also:

Anglica Waritislaviensa

Papers and Studies in Contrastive Linguistics

Studia Anglica Posnaniensia

15. GENERAL STATEMENT

Main strengths

The high standard of the university English departments and of the teachers they produce, the generally high standard of locally produced textbooks; and the tremendous demand for English. Support from the Polish side is evidenced by their willingness to accept local costs of visiting academics, air fares to Britain for bursars, scholars, visitors and summer-school participants.

Main weaknesses

The shortage of teachers at primary and secondary level; the shortage of locally printed editions of British and Polish ELT books; the unavailability of audio-visual materials; the inadequacy of the ELT in-service teacher training programmes (although these are improving); and the lack of convertible currency which prevents many teachers and students from visiting Britain.